U.S. DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES OFFICE OF SPECIAL EDUCATION PROGRAMS

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION EXCEPTIONAL CHILDREN DIVISION

REPORT OF CHILDREN WITH DISABILITIES THAT RECEIVE SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, IMPLEMENTATION OF FAPE REQUIREMENTS

REPORTING YEAR: 2003-2004

STATE: NORTH CAROLINA SECTION A DATE: 4/13/2005

	AGE	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
SETTING																		
Early Childhood Setting (PK)		0	0	0	0	С	C	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Special Education Setting (PK)		0	0	0	0	С	C	0	0	0	0	0	0	0	0	0	0	0
Home (PK)		0	0	0	0	С	C	0	0	0	0	0	0	0	0	0	0	0
Homebound/Hospitalized		26	29	27	31	21	41	62	79	126	171	157	129	61	39	19	8	1,026
Itinerant Service Outside the Home (PK)		0	0	0	0	C	0	0	0	0	0	0	0	0	0	0	0	0
Part-Time Early Childhood / Special Education (PK)		0	0	0	0	C	C	0	0	0	0	0	0	0	0	0	0	0
Private Residential		6	5	12	5	6	16	12	18	19	17	18	19	19	14	20	3	209
Private Separate School		11	13	10	9	5	6	6	16	12	6	9	8	5	3	6	2	127
Public Residential		14	17	14	28	32	24	43	42	60	67	60	47	35	19	10	9	521
Public Separate School		94	88	87	75	103	112	160	156	188	205	190	160	149	113	80	28	1,988
Regular >80% of the day w/non-disabled peers		10,37 5	10,49 0	10,44 7	10,08 9	9,945	9,131	8,442	8,036	7,719	6,867	5,817	4,885	2,377	429	63	5	105,117
Residential Setting (PK)		0	0	0	0	C	0	0	0	0	0	0	0	0	0	0	0	0
Resource 40%-79% of the day w/non-disabled peers		700	1,056	1,566	2,043	2,529	2,823	3,364	3,625	3,903	4,145	3,672	2,850	1,551	383	90	11	34,311
Reverse Mainstream Setting (PK)		0	0	0	0	С	0	0	0	0	0	0	0	0	0	0	0	0
Separate <39% of the day w/non-disabled peers		1,249	1,392	1,482	1,859	2,093	2,462	2,680	3,016	3,068	2,956	2,777	2,302	1,524	601	304	103	29,868
Separate Setting (PK)		0	0	0	0	C	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		12,47 5	13,09 0	13,64 5	14,13 9	14,73 4	14,61 5	14,76 9	1 <mark>4,98</mark> 8	15,09 5	14,43 4	1 <mark>2,70</mark> 0	10,40 0	5,721	1,601	592	169	173,167

COMMENTS:	